

**WILLIAM M. DAVIES, JR. CAREER AND TECHNICAL HIGH SCHOOL**  
50 Jenckes Hill Road, Lincoln, RI 02865

Board of Trustees

**Minutes of the Regular Meeting**  
January 9, 2017

*Minutes were approved at the March 13, 2017 Board of Trustees meeting.*

**I. Routine**

**A. Call Meeting to Order**

At 8:20 a.m., Mrs. Kyle, Chairperson, called the meeting to order.

**B. Attendance**

Davies' Executive Assistant called the roll of the Board.

Members Present: Harold Burns, 2<sup>nd</sup> Vice-Chairperson; Larry Gemma;  
Carolyn Kyle, Chairperson; David Marquis; Paul Ouellette, 1<sup>st</sup> Vice-Chairperson

Members Absent: Raymond Chartier; Robert Halkyard; George Nee; John Quinn;  
James Segovis, Ph.D.

Others Present: Victoria Gailliard-Garrick, Director; Cheryl Carroll; Gerry Manning; Nicole Silvia;  
Susan Paquin; Briar Dacier; Jennifer Makowsky; Joanne Patalano

**C. Approval of Minutes**

*Due to no quorum present, approval of the October, November, and December meeting minutes was deferred until the January meeting.*

**D. Recess to Executive Session Pursuant to R.I.G.L. 42.46-5 (A) (1) and (2) to Discuss Pending Litigation and Personnel Issues**

Recess into Executive Session was deferred until the end of the agenda.

**E. Return to Regular Session**

N/A at this time on the agenda.

**F. Opportunity for Audience to Comment**

N/A

**II. Business Agenda**

**A. Finance Report – C. Carroll, Business Office Coordinator**

There was no report.

**B. Human Resources Report – Joanne Andrews, Human Resources Coordinator**

There was no report.

**C. 2015-2016 Davies Teacher Excellence Award**

The recipients of the 2015-2016 Teacher Excellence Award are: Briar Dacier (former Davies graduate), Machine Technology; Jennifer Makowsky, Science; and Joanne Patalano, Mathematics.

*Jennifer Makowsky, Science Teacher*

Nicole Silvia, Interim Supervisor of Academic Instruction, reported that Mrs. Makowsky started here four years ago as Jen Cullen in the Science Dept. She has been an excellent asset to that department. She has brought a lot of new ideas to the department with her expertise in Biology but she is teaching Physical Science. She was chosen to attend one of the ASCD conferences, a curriculum conference in Texas that year. She was a class advisor for some time and she attends a lot of the school activities. Off of her teaching schedule, she has put on dances; helped with graduation and the senior supper last year. Jen, all around, in the classroom, helping the community and the students, she has been an awesome asset to Davies. The award is well deserved.

*Briar Dacier, Machine Technology Teacher*

Gerry Manning, Supervisor of Technical Instruction, reported that Mr. Dacier is a Davies graduate. We were fortunate enough that he came back to give back to Davies. He has made a wholehearted effort to rebuild the Machine Technology program. In his time here, we were able to secure almost \$250,000 grant which allowed him to be able to add CNC milling and lathe equipment to the program. He has also replaced some of the manual mills and lathes. He has a great rapport with his students. Mr. Manning loves going in for observations with him and his students because Mr. Dacier does a phenomenal job for getting everything he can out of his students. You can see him asking open-ended questions, getting students to offer a differing or opposing view building upon what other students had said; just a high level instruction and dedication as a teacher. Mr. Dacier is a tremendous asset to not only Davies but to all of the technical programs. This is a well-deserved award.

*Joanne Patalano, Mathematics Teacher*

Mrs. Patalano is one of our Math Dept. heads. She is an outstanding teacher. Ms. Silvia has been in her room on numerous occasions just to stop by and you will always find her tables set up in a different patterns. There are always different materials on them. There is always a sense of a warm welcome but there is also a sense of student learning in there as soon as you walk through the door. There is something to say about a Math room that looks like there is learning going on meaning there are different materials on the desks, papers here, papers there. You can just tell there is learning happening vs. desks in rows, neat and clean, and everything is organized, but in Mrs. Patalano's room there is always something different going on. Aside from in her classroom, Mrs. Patalano runs the Math Center after school one day a week, soon to be two days hopefully. The Math Center is for students who are struggling in Math or any math related assignment. They can stop by and Mrs. Patalano will work one-on-one with them to help them work through the math problems. Besides from the Math Center, Mrs. Patalano also teaches Math Support. She is really the prime person to teach or hold a math center after school because she sees all of the students who are struggling in the Math Support Class. It gives her an extra opportunity to work with them after school, but also to see what is going on in other classrooms regarding math because they come in even if it is a Science problem, say in Chemistry. She can help them work through the math portion of it. Mrs. Patalano does attend after school activities. She helps out wherever she can so Ms. Silvia is very proud to have her as a staff member and a dept. head. They work very closely together. This award is well deserved.

Mrs. Gailliard-Garrick added when positions are posted, you look for someone who is a good fit for the students and is going to be committed, dedicated and hard-working and have the best interest of the students at heart. When she looks at the young folks coming into the building and the work that they do, she is so glad we select people like Mrs. Makowsky, Mr. Dacier, Mrs. Patalano and others in the building as well because it means so much to the students as well as the school. She turned to them and wanted to make sure they knew she appreciates the work that they do because they do go over and beyond when doing externships, additional PD outside of the school that brings so much into the classroom. The students are very lucky to have them here.

*"Congratulations and applause"*

### III. Informational Time/Program Update

#### A. Director's Report

##### 1) Davies Teachers' Association

No representation present.

##### 2) Davies Teacher Assistants' Association

No representation present.

##### 3) Work-based Learning Policy – Mr. Manning, Supervisor of Technical Instruction

*(See supplemental material: "William M. Davies, Jr. Career and Technical High School Policy and Procedure for Work-based Learning.")*

There is a state-wide initiative to begin providing work-based learning to every student who is enrolled in a career and tech program. Here at Davies, we have been working on trying to come up with a policy for our students. It has been going back and forth; it is a work-in-progress, but we have tweaked it into something that we feel best meets the needs of the students and eventually will meet the needs of whatever the state is coming up with. The state is going to set standards and expectations for what that should look like so we wanted to get a head start on it. Mr. Manning has been working with the tech teachers and with the department coordinator, Mr. Cardoso.

There were two main purposes for drawing up this policy. One was to stay ahead of the state with this mandatory initiative. The other was we wanted to write a policy that had some teeth to it and some weight to hold the students accountable and to take more responsibility for work-based learning in their career here at Davies. We wanted to present a policy that was streamlined so we utilized many of the documents that were a part of the School-to-Career Dept. There are appendices A-F in the document which are eligibility forms that the students fill out, WBL Agreement, time sheets, evaluation sheets, School-to-Career Final Evaluation Form, Child Labor Laws, and WBL Activity Contract. Also included in this policy is a section on grading, alternative WBL placements projects, and certification completion.

The first thing a student will need to do is go to School-to-Career and they have to determine whether they are eligible. In order to be eligible they need to be passing all of their technical classes as well as their academic classes. They also go through the Office of Student Management. They have to have good attendance and no discipline record at all. They need to meet the approval of Guidance and also School-to-Career. We don't want a student going out representing Davies with any disciplinary infractions that might be detrimental to the workplace or they don't have a skills set that would allow them to be successful in that placement. The School-to-Career Dept. will work with the technical programs to make sure we are getting the appropriate placement for that student so s/he can be successful.

Once the student is selected and placed in a WBL placement, the student is required to do a minimum of 50 hours. That was one of those areas that we had to negotiate with the teachers and try to find something that, for now, we felt would be appropriate for those students (50 hours) and once the state comes out with their criteria, if we need to make an adjustment at that time, we can do so.

A student that participates in WBL would be eligible to receive 100% credit for that placement. One of the ways that we really gave teeth to the policy was to make WBL 40% of the student's grade, so 40% would be WBL/summative assessment, 30% would be interim assessments, 20% would be projects, and 10% would be their soft skills. 40% we felt was strong and meaty. The students have to take ownership of it and participate. In the past, it was voluntary. We hit marks of 50% of the students were placed. Over the last two years we really wanted to move towards 100%.

The School-to-Career Office will monitor student grades while they are in the WBL placement, and at the mid-year progress report, if there is any student failing at that time, a letter will be sent out to the parents. We would also set up a meeting with the parent, the student, the STC Office and the pertinent teacher. If they are failing an English class, the English teacher will be brought in. If there were technical concerns, that teacher would be brought in. Once they address the concerns, that student would be placed on a contract. The contract would run for 2-3 weeks. If at the end of that 2-3 weeks the student has taken care of his/her responsibility and had improved his/her grade, they will remain on that WBL placement. If the student isn't able to bring the grade up appropriately based on the contract, that student would be removed from the placement. At the end of the second quarter, any student who would be failing at that time based on those final grades, would be removed from WBL.

From there, we talked some about senior projects and providing a possible opportunity for students to receive WBL hours for the time they spend with their mentor on the senior project. We do have some mentors who work with students and provide them a valuable service, but it may be just another teacher and they don't have experience in that technical area, we may not grant WBL hours in that particular case. If they do have expertise in that technical area, we would consider some WBL hours for that experience.

The last thing they talked about relative to giving some weight to the WBL experience is to provide a certificate of completion. The student would get a certificate of proficiency with distinction if s/he went out into that WBL environment and excelled in the placement and received excellent assessments from the employer. If the student did everything s/he was supposed to do and got proficient, s/he would be a certificate of proficiency. The last category would be minimally proficient and that would be for a student who met the minimum requirements in that WBL experience, or for a student who was placed in an alternate WBL assignment. The students who go into the alternate WBL assignment would be students who were not eligible for one reason or another. It could be they are passing all of their subject areas, but had too many disciplinary infractions or poor attendance or vice versa, no discipline issues and good attendance but isn't passing some classes. This student would get an alternate assignment designed by the technical area program, approved by Mr. Manning, and that student would be able to earn a maximum of 70%. If the student got 100 on their alternative WBL assignment, the most they would get would be 70 points. We were trying to be fair to the student if they didn't go out on the WBL experience. We did not want to give them a zero because that would be very difficult to recover from, but 70% would be fair and also fair to those students who do go out and make their best effort to go out and get that real-world WBL experience.

Mrs. Kyle asked in terms of a student receiving credit for WBL based on a mentorship relationship with someone in the industry, someone who is involved in that sector, are there parameters around that criteria. For instance, as we talked so many times at the Board level, much of what these students learn on the outside it's really the soft skills that are essential for success in the workplace. If you have one-on-one with a mentor, this is a totally different sort of relationship so is it for the students who already had WBL, who are exceptional, who then have an opportunity to have a mentor relationship and get credit for WBL? We haven't flushed that out totally but Mr. Manning thinks the main component that we were looking at is a more in depth relationship with the technical area itself and toward the extent that the senior project allowed them to learn something more from that mentor, than what they just learned in the classroom itself. Certainly, the soft skills are important and appropriate for the WBL setting and that would be an add-on to the WBL hours that those students get, but we would really want them to be able to go out and have that real-world experience in a work setting.

Mr. Gemma asked if there was going to be any criteria for the employers. You can put them with a mentor, but depending on the mentor, that student's grade depends on someone who is

going to grade him who might or might not know exactly how to do that. Mr. Manning answered, the evaluation sheet is something that is approved by the employer as well as STC Office, student and family. They sign off on it and they know what the criteria is that are being used for the evaluation. STC has a generic one that they had put together in terms of an evaluation sheet. The teachers also have the opportunity to specialize an evaluation tool that looks specifically at certain standards or criteria that they want the students measured against; the competencies they are measuring in their classrooms as well. How do we go about selecting the employers? That is part of the STC Office's job. They ensure that we have vested employers that are interested in providing an extended learning opportunity for our students. They flush all of that before it gets to the evaluations. Mr. Gemma added that maybe a soft entry into the experience where the students would get to see the companies, see where they will be working, and then move into a full mentoring program. A lot of what Mr. Gemma suggested goes on through the interview process and making sure the student and the workplace is a good fit. We have had situations where it wasn't a good fit and we had to pull the student and find a better placement for them, but we try to do a lot of that work up front and then also at the end of each week, the employer would go over those evaluation sheets with the student and also the teacher would review it with the student as well to make sure that it is a good situation for both the student and the employer.

Mr. Ouellette asked what happens if the students fails in another discipline and through mediation can't bring that up, is the experience a failure so they are at risk for having to bring WBL grade up too? You can look at this in two ways. If the student is already at a WBL setting and they come up with some failing grades, they would mediate that with STC, the student, and the particular teacher involve, and put that student on a contract to help that student to be successful. They would put that contract in place for 2-3 weeks. If the student was able to bring those grades up to a passing one, then we would continue to keep that student in the WBL opportunity which has a tremendous value to the student. If the student is failing right from the beginning, that student would not be eligible to go out on WBL. That student would get an alternate WBL assignment designed by the technical area teacher, approved by Mr. Manning, but the student would only be able to earn a 70% at that point. This is only for one quarter. This policy is by quarter.

We have been doing WBL for many years now, but what we are now trying to do is move the bar up from 50% of the students going out to 100%. What they have been trying to do, since they are very social people, many would choose to stay here to be with their friends. We wanted to put a little more teeth into it where they would feel they would have to go out. Even though this is a draft and a living document, more students have taken ownership this year. Mr. Manning has received a lot of positive feedback from the students about their great experiences and how it is impacting their learning here at Davies.

Mr. Burns asked is the issue about the students not wanting to go out or is it not finding placements for them. It is both plus it is transportation. It's a number of different things but we are finding that the students are overcoming those barriers based on those students who have gone out and the successes that he is hearing.

Mrs. Kyle added that this is a really robust document that now has some teeth into it, what kind of infrastructure would it take to implement something like this and execute it? How often is this tracked? Where do you look for the alignment between the mentor, the workforce, the students, the teachers? This looks wonderful but what system is in place to ensure you are keeping track of these students? The one-to-one relationship with STC and each technical program has been the key to the entire process. That communication is taking place on a daily if not weekly basis. All the emails are CC'ed to Mr. Manning as well so he sees the communication that is going on. There is no lack of communication between STC, the technical program and the WBL placements. STC is the key to keeping track of these students. They run this entire process and the technical teachers have taken more ownership of this as well. Is there

an expectation for a report to be generated by STC? It is the STC Office, from the beginning to the end, that monitors the progress of the WBL program whether it is doing an orientation with the employers or going out to the businesses, telling them what our standards and expectations are as it relates to our students going out, going through the evaluation sheet, and students keep a journal as well. The information is collected by the STC Office. It's documented and passed onto the technical area teachers who look at it, now, for grading purposes. If a student has difficulty in their other core academic areas, then that contract is put in place. They monitor everything. Then we get quarterly reports from them, who's out, who's not out and that at the end of the year they give us another report on the number of students who went out on WBL; their successes, no successes, changes. The School-to-Career coordinators meet at the end of the year with every technical area. They look at their goals for the following year; what worked; what didn't work; the goals they need to set to make things more positive for students and to improve the program. This document is just the paperwork but there is a whole process in place that is not written.

Mr. Ouellette offered to help make connections with local businesses if needed. Mr. Gemma feels there should be a class for the mentors so they can learn how to work with these students. One may be a little bit older and don't know how to communicate well with the student. This is new. Mr. Manning didn't touch upon the alternate options yet as it related to WBL. For those students who do not go out and get that 100%, they would be the ones who would be looking at the mentors and tying it into their senior projects. We haven't flushed that out yet because it isn't going to just be spending time with a mentor for 20 hours. It has to be an extension of the learning. This needs to be worked out. This is one of the changes; the mentors have to be in the industry. Mr. Gemma believes this is what is going to ignite the fire and the passion in the student's future. If you put them with the wrong person..... The hope is we don't have a lot of students in this category; that the majority of our students go out on WBL. Yes, but will the people they meet when they go out into the workplace be appropriate? Oh "yes." All those folks we recognize at the PIE Breakfast every year, those are the employers who work with our students for WBL. We are just hoping to build upon that from 52% to 100% of our students going out on WBL. We will be building on our bank of employers who will provide that experience and be a good fit for our students. Mr. Ouellette suggested when flushing out the mentors, we should think about reaching out to Rhode Island Mentoring Partnership. They have some pretty strict guidelines on when and where they meet with students and they may be willing to share them with us.

Mr. Burns added that this policy should be applicable to the CTE standards at the State level. Yes, it will be, we are just trying to get ahead of it. We just don't know what the CTE Board's plan is going to look like. They want to make sure WBL is a viable and rigorous experience for students who are coming out of career and technical education. We will have a year, at least, to pilot this, see how it works, and tweak what doesn't work. Maybe the Board will want to use some of what we are doing.

**4) 9<sup>th</sup> Grade Admission – SY 17-18 —Victoria A. Gailliard-Garrick, Director**

We had a couple of middle schools that did not allow us to go into their schools for outreach and awareness. However, we have experienced numbers above and beyond the numbers we have had over the last couple of years. Before we tested last Saturday, we had 415 students who tested. We had 220 who were signed up to take the test last Saturday, but because of the weather, only 114 came in. We will probably add another testing date so we are looking at, at least, 650-700 students who will be tested. The problem that exists is only 400 end up being eligible and we can only take about 250 of them. This is problematic. Mrs. Gailliard-Garrick will be looking at the current space that we have available and making some changes so we can bring in more students than we have in the past. Looking at the January enrollment report, we started at 875 students in September, we are down to 821. This impacts our funding with the funding formula. Is this migration? It is a lot of different things: moving, going back to the sending districts, a lot of repeaters go back to their district and can be promoted to the next

grade. Our standards are very high compared to the sending districts', but we have to keep those numbers. After every quarter report, the money we get from the funding formula goes down as we lose students. We really have to think about how to retain these students. It is better for us to take them in at the beginning of the year because after the first quarter, they are acclimated into their sending district schools and are apt not to leave and come to Davies. The numbers have to be taken in up front that is why the space needs to be looked at in order to be able to do that. Some research is being done right now to try to keep the students here. Mr. Osborn, from RIDE, is looking to start a program here called JAGS (Jobs for America's Graduates.) It is an at-risk program for students who are struggling learners, etc. We can do a GED program, a senior year only program, or we can do a dropout prevention program. He is asking if we would consider opening a program like this here at Davies. It will be the first in the State. It is something national and they have a lot of these types of programs in Louisiana where he is from. She told him that he will have to fund it because we don't have the money to do so. We have lost a number of positions because of the funding formula. She will give the Board more information on this program, but she feels this is one way we can keep our students who are struggling with the programs that we have here.

This program is basically, they do a half a day in school. Say it is a GED program. They will do a half day in the GED program and the other half day they go out and do WBL. Mrs. Gailliard-Garrick is thinking of ways to keep our students here. There is also the P-Tech Program, another way to bring more money into the school and off-set some of the decrease in funds due to the funding formula. We can use one of our current tech programs to do that. When she met with Mr. Osborn, it was an excellent meeting and he said that he wants to make Davies the premier CTE high school in the State and is willing to provide some funding. She has a couple of things in the fire that she feels will help with the number of students who are leaving the school, bring in different types of programs into the school that will bring different students into the building. She will also be sitting down with Mr. Osborn about the work that the Educational Planners did and doing some strategic planning around that and what the school is going to look like. He is willing to participate with that.

Mr. Gemma asked if there is a waiting list. Yes, there is. We go back to that waiting list starting in June. The first provisional acceptance letter goes out in April, and we wait to see how many students will not be accepted. Then we go down the waiting list. We do that until the end of our first quarter which is in November. We don't get many students at that point; we have to do it during the summer months. Mr. Gemma then added the sending districts are competing to keep their students because the money follows the students. So we have to differentiate ourselves as being a career to college or career to jobs school which put these students at a much higher level. We have to get the business people in to speak to these students, even to their parents because they are going to be the ones to push their children. Mr. Ouellette mentioned that some parents in Cumberland were blown away when they visited a manufacturing facility. They couldn't believe what a clean environment it was.

Ms. Carroll was just billing for the 3<sup>rd</sup> quarter to the sending districts, at a much smaller scale than Pawtucket, but Providence stuck out at her just because the percentage of enrollment. We had been up to 70 plus coming from Providence. This 3<sup>rd</sup> quarter, there were 41 students that she billed for Providence because of the push to keep their own. There has to be a differentiator with the level of instruction that we offer, something that will still make them want to leave that district and come here. From years ago, then Rep Constantino had put in legislation to make certain 40 seats per year are held aside for Providence enrollment. That is such a moot point now because Providence has that PCTA. Mr. Gemma was there with a few of his colleagues. The programs they have there, it is all about their instructors. He was blown away how poor the hands-on portion of it was. When he walked into a room, they were just there cutting pipe. They were not doing anything and it was dangerous, no safety glasses, no instruction. It is very difficult to get good instructors paying them at a technical level and they are out in the workforce making twice the money. These people are being paid \$100,000 a year and they are

being asked to be instructors for \$50,000 a year; they want no part of it. It is a beautiful facility, but the facility doesn't matter. It is the instructors and the mentors connecting with the kids, who get the students engaged. We are getting more publicity on the television about fixing this, building that and the kids are getting excited again about going into the trades. There is a huge shortage of labor in the workforce in the trained skills so this is what we have to let parents know.

5) **PSAT Initiative** – *Nicole Silvia, Interim Supervisor of Academic Instruction*  
(See supplemental materials: “RI Department of Education PSAT/SAT Initiative” and “Summary of Performance Benchmarks.”)

Ms. Silvia spoke to a couple of the figures in the summary, but first she started with the overview of the scores. RIDE has an initiative where all 10<sup>th</sup> grade and 11<sup>th</sup> grade students attending public high schools are going to have to take the PSAT and/or the SAT depending on the grade they are in, for free, to offer all students the opportunity be college bound. Many students decide in their senior year, “I want to go to college; I want to take my SAT,” and then they are out of luck when they missed deadlines because they haven't taken those tests yet. The students, now, get to take them for free at any public high school in the State of RI. 10<sup>th</sup> graders take the PSAT and 11<sup>th</sup> graders take the SAT.

Just to speak to the graph on the handout, the blue represents the 10<sup>th</sup> graders and the red bar represents our 11<sup>th</sup> graders. The 10<sup>th</sup> graders at Davies received a mean score, a total benchmark score, of 862. If you compare the 10<sup>th</sup> graders (862) to the 11<sup>th</sup> graders' SAT scores (934), even though these are two different batches of students, we are hoping that these 10<sup>th</sup> graders' scores will jump to that when they take it next year. If you look at the State, the State's mean score was 900 for the 10<sup>th</sup> graders, but when she looks at the graph holistically and see that our students from 10<sup>th</sup> grade and the 11<sup>th</sup> grade, comparing Davies to the State, we didn't do too bad. It seems that the state's 10<sup>th</sup> and 11<sup>th</sup> graders performed just about around the same give or take a couple of points.

The benchmarks, what do they mean because the SAT reports the students' total score and then they will break down the total score in half. They will have the reading and writing score and they will have the math score. Then it has a “y” or “n.” “Did you meet the reading benchmark?” “Did you meet the math benchmark?” Benchmarks mean if the students meet the benchmark on the PSAT, then they are on track to meet the benchmark on the SAT. In total, 13% of our 10<sup>th</sup> graders met both benchmarks so we are hoping, even though that number is low, that number increases but we definitely hope it doesn't decrease. If you break down that 13%, 50% met reading and writing and 18% met math. At the bottom on the left hand side of the handout, look at the disaggregated data in terms of males and female, in terms of race and ethnicity, it appears there is a large margin between reading and math skills. Students are meeting the writing skills better than they are the math skills. However, when you go to the 11<sup>th</sup> grade benchmark statistics for the PSAT, you will see that the 29% met both benchmarks. Of the 29%, 61% met reading and 31% met math, but when you look at the disaggregated data, there is less of a number margin between reading and writing skills. They look like they are more even meaning by 11<sup>th</sup> grade they seem to have a better grasp on math skills than they do in the 10<sup>th</sup> grade.

Right now, these scores have been reported out to parents and to students. Fallon Masterson posted a college-board video for parents on our website as to how to look at the score report. The student score report has a colored graph; then it breaks down the graph; and it itemizes each question they got right or wrong and what skill they did well on and what skill they missed. Ms. Masterson also emailed Ms. Silvia and Mr. Flynn telling them that she has never seen so many parents actually respond to that one link on the website so it shows our parents are concerned and on board with this initiative. Guidance also held assemblies with the 10<sup>th</sup> and 11<sup>th</sup> graders and went over their score reports and students were also shown how to link their college-board account to Conn Academy.



Conn Academy is a new initiative. What has happened is College Board looked at the PARCC, they teamed up with Conn Academy, and then they looked at the PSATs and the SATs. They edited the PSATs and the SATs to be more PARCC-like so there is more of a bridge between the two tests, and then with Conn Academy, what they have done is created lessons that are linked to the PSAT and the SAT. For instance, if you received a score of an 862 on the PSAT, you can link your score to Conn Academy and Conn Academy will analyze your data and give you, for free, SAT prep work so you can get better at those skills for the SAT. The students have no excuse now but to improve on the SAT. Some of the next steps we want to look at, as a school, is look more closely at the breakdown of the individual student reports and see what skills they are lacking instead of just saying we are doing better in reading in writing and not so well in math. We want to pin point those skills because it might be curriculum related. Maybe in 10<sup>th</sup> grade they are not getting those skills but in the 11<sup>th</sup> grade they are. We also want to meet with Mrs. Butler who is in charge of the SAT prep program after school and our crusader to talk about how to ramp up our SAT prep program after school. Finally, Ms. Silvia wants to report to the departments to see what curriculum can be edited or tweaked a little bit to make sure the 10<sup>th</sup> graders are on a projectory to be successful on their PSATs and their SATs. Because most of our curricula is linked into PARCC, it should be just tweaking. It shouldn't be an entire rewrite of curriculum.

Mr. Burns asked if the data surprised Ms. Silvia. Honestly, she wasn't completely shocked. She was a little shocked at how low the PSATs were; however, when she saw the State scores and there was only a 30-40 point difference, she wasn't extremely shocked. She did look at how our sending districts performed and Davies performed either at their level or above. She wasn't extremely shocked and that is because this is the first test that they had, minus PARRC, that has very strict time constraints and we did not allow for any accommodations for PSATs. These students showed up; they took a test; they were held to time constraints; and then they left. There was no extended time that they were allowed like they are on the PARRC. Whether that was a factor on our scores, it could have been. There are 28 students who are not accounted for in this data. Why? Because on the day they took their PSATs, they did not bubble in their grade so Guidance, right now, is calling them down, bubbling in their grade, and then we will have those 28 students accounted for.

Mr. Gemma asked what is the percentage of the students who are college bound and how many are going out in the workforce. Last year our percentage was 65% and the year before that it was 77%. It varies with the different classes, but the majority of our students, and this is a concern with the State, that we have all of these career and tech centers and a lot of the students are going onto post-secondary education vs. going out into the workforce. Reporting out of high school is one thing, but looking at how many are still in it a year later is what we really need to take a look at. Especially for Davies because some of our students are 1<sup>st</sup> generation and there is research on that that shows they will make it through their first year, but looking at second and third year statistics, there is a really poor retention rate. It's a drop out or they can't afford it.

#### **Recess to Executive Session Pursuant to R.I.G.L. 42.46-5 (A) (1) and (2) to Discuss Pending Litigation and Personnel Issues**

*At 9:21 a.m., Mrs. Kyle asked for a motion to recess into Executive Session. Mr. Burns made a motion to recess into Executive Session pursuant to R.I. G.L. 42.46-5 (A) (1) and (2) to discuss pending litigation and personnel issues. Mr. Ouellette seconded the motion and all were in favor.*

#### **Return to Regular Session**

*At 9:45 a.m., Mrs. Kyle asked for a motion to recess back into Regular Session. Mr. Burns made the motion, Mr. Gemma seconded the motion, and all were in favor.*

*Mrs. Kyle asked for motion to seal the minutes of the Executive Session. All were in favor of sealing the minutes.*

#### **IV Adjournment**

At 9:46 a.m., Mrs. Kyle motioned to adjourn and all were in favor.